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ABSTRACT

The manual describes the development and implementation of the Career Development Program at the Model Secondary School for the Deaf (MSSD). The program is said to provide a step-by-step introduction to the world of work. Nine courses are offered, with a focus on five goals: increased awareness of the world of work; exploration of a variety of occupations and occupational clusters; development of job seeking skills; development of good work habits; and development of short- and long-term career objectives and decision making skills. Objectives are listed for two courses prerequisite to work experience. A profile of each student is analyzed to determine readiness for work and appropriate job placement. If a student is not ready for work experience, alternative community resources are explored. Two courses providing part time work experience are followed by a full time summer work experience. The work placement specialist's role in placement is examined, and followup courses for the senior, focusing on career planning and decision making, are described. (CL)

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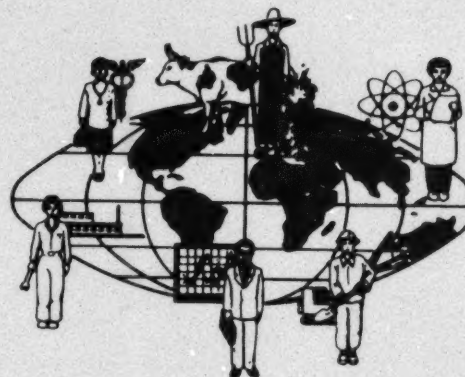
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Career Development Project
Model Secondary School for the Deaf
Gallaudet College

CAREER DEVELOPMENT PROGRAM

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A Procedures Manual

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EC 150669

The Work Experience Program was initiated at the Model Secondary School for the Deaf (MSSD) by Don Pettingill, Audrey Welch, Mervin D. Garretson, and Victor Galloway. In 1976, under the direction of James B. Stott, the program was incorporated into the graduation requirements. A Work Experience Manual was prepared by Charmaine Jusevich, Julia Mayes, Gerald McGaughran, and Elaine Meade. In 1978, the program title was changed to the Career Development Program. The number of courses required for graduation was reduced and the program extensively revised. The current *Career Development Program: A Procedures Manual* was developed to reflect those changes and to serve as a guide to work experience personnel, student advisors, administrators, and other MSSD faculty and staff.

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CONTENTS

Introduction	1
<i>Notes to the User</i>	
<i>Resources</i>	
<i>Master Student Progress Log</i>	
<i>Individual Student Progress Log</i>	
PART ONE: Overview of the Career Development Program	5
<i>Program Goals</i>	
<i>Course Descriptions</i>	
<i>Student Matriculation Chart</i>	
PART TWO: Courses Prerequisite to the Work Experience	8
<i>Career Development I (CD-101)</i>	
<i>Career Development II (CD-102)</i>	
<i>Career Development III (CD-103)</i>	
PART THREE : Profile Development	9
<i>Purpose of the Profile</i>	
<i>Work Experience Specialist</i>	
<i>Profile Input</i>	
<i>Recommendations</i>	
<i>Priorities for Work Placement</i>	
<i>Updating the Profile</i>	
<i>Profile Input Forms</i>	
<i>Profile Summary</i>	
PART FOUR: Alternative Programs and Resource People	16
<i>Placement Guidelines</i>	
<i>Alternative Community Resources</i>	
<i>Alternatives at the Model Secondary School for the Deaf</i>	
PART FIVE: The Work Experience Program	20
<i>Goals</i>	
<i>Program Components</i>	
<i>Career Development IV (CD-201)</i>	
<i>Career Development V (CD-202)</i>	
<i>Career Development VI (CD-203)</i>	
<i>Career Development VII (CD-204)</i>	
<i>Work Placement Specialist</i>	
<i>Job Placement Procedures</i>	
<i>Federally Funded Jobs</i>	
<i>Work Experience Evaluation Forms</i>	
PART SIX: Follow-up Courses	28
<i>Career Development VIII (CD-301)</i>	
<i>Off-Campus Vocational Training (CD-401)</i>	



INTRODUCTION

NOTES TO THE USER

Using the Manual. *The Career Development Program: A Procedures Manual* is a guide for establishing and operating a work experience program for deaf high school students. The manual explains the sequence of the program and describes each component in detail. Forms are included at appropriate points which may be adapted to meet the needs of a particular school. Because teachers and administrators will need to understand the total program, it is suggested that each person in the school receive a copy of the manual for reference purposes.

Program Goals. The Career Development Program is an educational program which provides the student with a step-by-step introduction to the world of work. Each student is expected to go through the program *in sequence*. Students may not ordinarily be scheduled for a work experience, therefore, before completing the three prerequisite courses described in the manual. The Career Development Program is not intended to be "vocational"; that is, a process by which a student acquires a skill or trade which will lead to permanent employment after high school graduation. Each component of the program will prepare the student for making a realistic career choice and formulating post-graduation plans.

Scheduling. The academic advisor, the student, and his or her parents are responsible for developing the Individual Educational Plan (IEP). The Career Development courses must be included in the IEP. Advisors should become familiar with the process by which a student becomes eligible for work experience. That process is individually arranged by the work experience specialist and work placement specialist. (See Part Five.) Advisors also should become familiar with the content of the prerequisite courses and the materials used in those courses. (See Part Two.)

RESOURCES

The following materials are recommended for both student and teacher reference.

Career World. Published by Curriculum Innovation, Inc., 501 Forest Avenue, Highland, Illinois 60040. Published monthly, 1973 to date. (Contains descriptions and qualifications for many jobs as well as current information about the job market.)

People at Work. Developed at the Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C., 1979. (Includes fifty slides of people on the job, student-use fact sheets for each job, and a teacher's guide.)

The Occupational Outlook Handbook. Published yearly by the U.S. Department

of Labor, U.S. Government Printing Office, Washington, D.C. (Contains descriptions of most jobs including qualifications and employment outlooks. Reprints of many sections are available for a small charge.)

Getting a Job. Developed at the Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C., 1979. (Includes a teacher's guide, student workbook, and assorted media and deals with job-seeking skills including developing resumes, completing job applications, and practicing interview skills.)

Learning About Work. Developed at the Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C. 1979. (Includes a teacher's guide, student workbook, and assorted media. The topic is awareness of the world of work.)

Career Planning System (CPS). Developed at the Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C. (Three instructional packages which deal with career awareness, career exploration, and career planning and decision-making. The first component, *Career*

Awareness, and the third component, *Career Planning and Decision-making* are complete. The second is under development. Each component will include a teacher's guide, student materials, and assorted media.)

A Career Planning Guide for High School Seniors. Developed at the Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C., 1979. (Contains a step-by-step model for students and counselors to use as they formulate post-graduation plans.)

Self-Understanding. Developed at the Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C., 1979. (Includes a teacher's guide, student workbook, and assorted media. Materials are intended for group counseling programs.)

Getting Along With Others. Developed at the Model Secondary School for the Deaf, Gallaudet College, Kendall Green, Washington, D.C., 1979. (Includes a teacher's guide, student workbook, and assorted media. Materials are intended for group counseling programs.)

INDIVIDUAL STUDENT PROGRESS LOG

Directions: Check and date appropriate boxes. Complete this form for each student and file in the work experience office.

Student name _____

Date of entry _____

Age at entry _____

Expected date of graduation _____

Career Development Course No. Topic	Currently enrolled	Repeating course	Completed satisfactorily	Waived from course
CD-101 Career awareness*				
CD-102 Career exploration*				
CD-103 Job-seeking skills*				
CD-201 Work experience 1*				
CD-202 Work experience 2*				
CD-203 Work experience 3				
CD-204 Work experience 4				
CD-301 Career planning*				
CD-401 Off-campus training				

*Required course

Alternative Programs	Recommended	Placed	Completed	Follow-up (Explain)
a. Individual counseling				
Self-Understanding (CS-101)				
Getting Along with Others (CS-102)				
b. Vocational evaluation				
c. School psychologist				
d. Social worker				
e. Diagnostic and prescriptive teacher				
Other				



Part I

Overview of the Career Development Program

PROGRAM GOALS

The Career Development Program provides a step-by-step introduction to the world of work. The goals of the program are to provide students with these opportunities:

1. increase their awareness of the world of work;
2. explore a variety of occupations and occupational clusters;
3. develop job-seeking skills;
4. develop and demonstrate good work habits;
5. develop short- and long-term career objectives and decision-making skills.

COURSE DESCRIPTIONS

The program offers nine courses, each focusing on one of the five goals. All students are expected to complete Career Development I, II, III, IV, V, and VIII to meet graduation requirements. Career Development VI, VII, and IX are optional courses. Career Development I, II, and III may be waived by demonstrating mastery of the objectives on a pre-test. Prior courses and work experiences of transfer students are evaluated by the work experience specialist who may award credit to the students.

CAREER DEVELOPMENT I (CD-101). Career awareness is the central theme of this course. The purpose of the course is to provide a variety of activities which will increase

the student's understanding of why people work, what people do at work, where people work, and how and why people choose careers. No prerequisite.

CAREER DEVELOPMENT II (CD-102). Career exploration is the focus of this course. The student is introduced to occupational clusters and specific occupations within each cluster. Students examine clusters in terms of the product or service offered, the common skills and interests of the workers, and the education and training requirements for jobs in the cluster. Prerequisite: CD-101.

CAREER DEVELOPMENT III (CD-103). Job-seeking skills are developed in this course. The student practices filling out job applications, writing letters of application, developing a resume, and reading the want ads. The students also are introduced to the paycheck and paystub. Correct interview behavior, employer expectations, and communication problems also are discussed. Prerequisites: CD-101 and 102.

CAREER DEVELOPMENT IV (CD-201). This first work experience for the students is directly supervised by personnel knowledgeable in the area of deafness. Work experience personnel monitor the students' progress. Students work part-time approximately six hours a week for eighteen weeks. Prerequisite: CD-103.

CAREER DEVELOPMENT V (CD-202).

In this second work experience, the job supervisor oversees the student's work day. Student performance continues to be monitored by work experience personnel. The students work part-time approximately eight hours a week for eighteen weeks. Prerequisite: CD-201.

CAREER DEVELOPMENT VI (CD-203).

This course is an optional full-time work experience which usually occurs during the summer months. Students are expected to work full-time for approximately nine weeks. Work experience personnel are closely in touch with the students. Prerequisite: CD-202.

CAREER DEVELOPMENT VII (CD-204).

Students may receive an additional credit if placed on a work site after completing the required work experience courses. Students ordinarily work part-time and are monitored by work experience personnel. Prerequisite: CD-202.

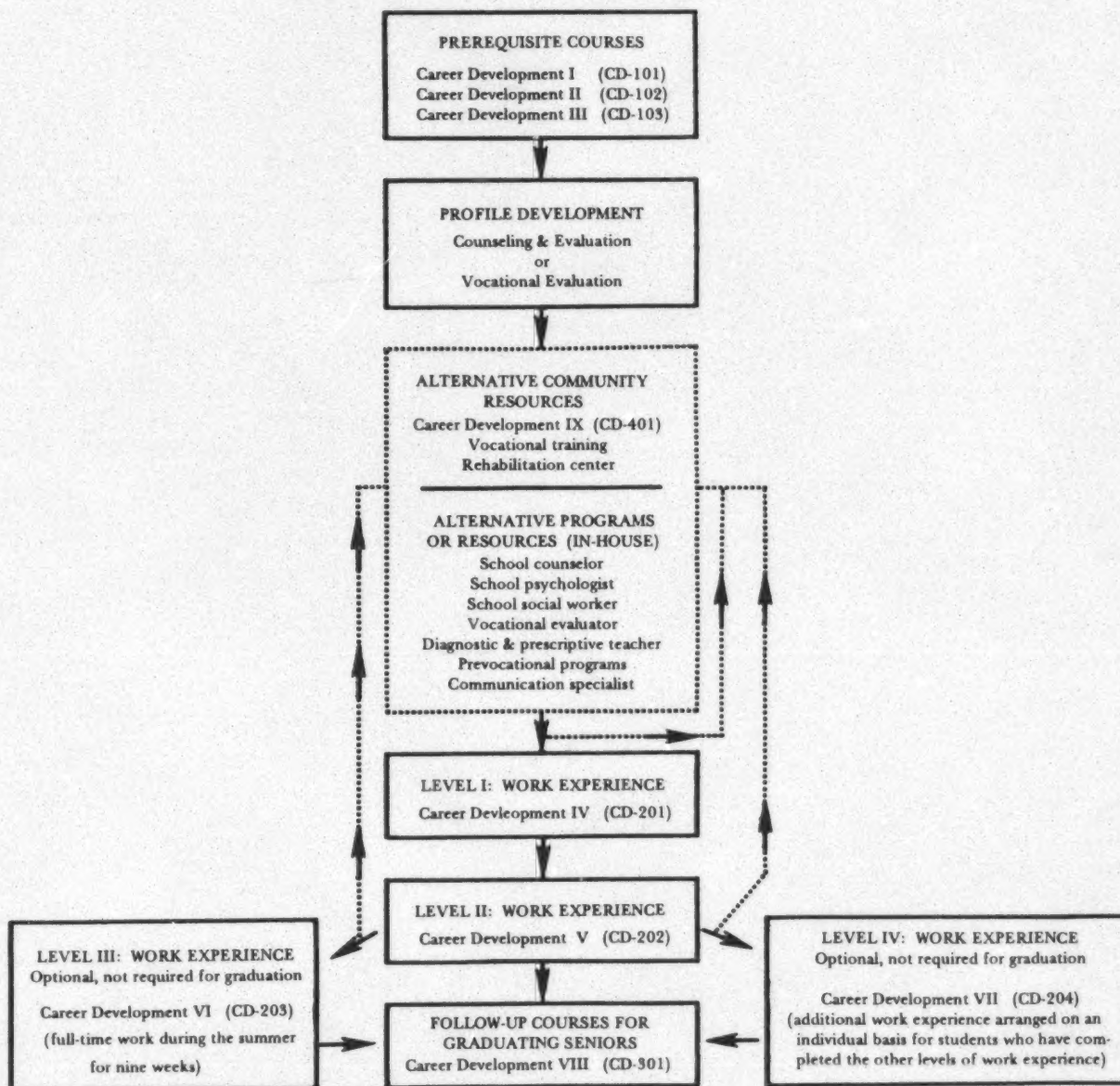
CAREER DEVELOPMENT VIII (CD-301).

Career planning and decision-making is the theme of this course. Students are introduced to a planning model which will help them gather and clarify information about themselves. Students will identify their interests and skills, match interests and skills to jobs, learn different training routes, and examine ways to improve job skills. Each student will begin a plan for job entry and/or continuing education after high school graduation. Prerequisites: CD-202 and senior status.

CAREER DEVELOPMENT IX (CD-401).

Students may be placed in off-campus vocational training programs and receive credit toward graduation. The students are given the opportunity to explore occupations, as well as to receive skill training in specific areas. They attend local career development centers in public schools for part of each school day. Prerequisites: Permission of work experience specialist.

STUDENT MATRICULATION CHART





Part II

Courses Prerequisite to the Work Experience

Students are expected to accomplish the objectives included in the Career Development I, II, and III courses early in their high school program. Ideally, the students should be scheduled into the courses during their first three semesters. Students also may satisfy these requirements by demonstrating mastery on pretests. Transfer students are evaluated individually to determine whether their previous coursework was equivalent.

CAREER DEVELOPMENT I (CD-101) *OBJECTIVES*

1. Student will distinguish between immediate and future goals.
2. Student will identify reasons why people work.
3. Student will distinguish between necessities and luxuries.
4. Student will identify jobs which relate best to accomplishing specific goals.
5. Student will match general job requirements with specific examples.
6. Student will distinguish between goods and services.
7. Student will match workers with the goods and services they provide.
8. Student will visit a work site and interview one or more workers.
9. Student will select one job and obtain information about that job through research.
10. Student will interview a worker who has the job which he or she researched.
11. Student will identify work responsibilities common to all workers.
12. Student will identify examples of part-time, full-time, volunteer, and activity-based work experience.

CAREER DEVELOPMENT II (CD-102) *OBJECTIVES*

1. Student will define job clusters as a group of jobs/occupations that are alike in some way.
2. Student will describe each job cluster by giving two distinguishing characteristics.
3. Student will name at least four occupations in each job cluster.
4. Student will identify the common characteristics of given jobs and identify the cluster to which they belong.
5. Student will categorize job clusters as those in which workers generally (a) produce goods or services; (b) work with people, information, or things; and (c) work indoors or outdoors.
6. Student will identify the skills and interests common to workers in each job cluster.
7. Student will match jobs with the appropriate clusters.

8. Student will name the duties of three jobs within each cluster.

CAREER DEVELOPMENT III (CD-103)

OBJECTIVES

1. Student will identify the parts of a Social Security card.
2. Student will complete an application form for a Social Security number.
3. Student will write a resume.
4. Student will demonstrate the ability to interpret help wanted ads by answering questions about sample ads.
5. Student will identify resources which can be employed to find a job.
6. Student will identify the parts of a letter of application.
7. Student will correctly address an envelope.
8. Student will identify three alternative methods of contacting potential employers about job openings.
9. Student will interpret a bus schedule.
10. Student will travel to and from a given location using public transportation. (optional)
11. Student will identify examples of proper behavior at a job interview.
12. Student will complete a job application form.
13. Student will complete a W-4 form.
14. Student will answer questions about the W-4 form and group health and life insurance.
15. Student will compute gross pay.
16. Student will compute net pay.
17. Student will identify acceptable on-the-job behavior.
18. Student will identify the better of two ways of solving communication problems on the job.



Part III

Profile Development

PURPOSE OF THE PROFILE

In the semester following the successful completion of the prerequisite courses, a profile of each student is developed. The purposes of the profile are to determine:

1. the student's readiness for work experience;
2. appropriate job placement;
3. necessary alternative programs.

WORK EXPERIENCE SPECIALIST

The work experience specialist is responsible for the overall operation of the work experience component of the Career Development program. This person maintains liaison with all departments within the school and with the community. Through student data and individual counseling, appropriate recommendations are made con-

cerning areas of employment most beneficial to each student. The work experience specialist may conduct individual counseling sessions pertaining to the progress and evaluation of the students in the program, and make appropriate referrals if long-term counseling is necessary. In addition, the work experience specialist confers with employers, parents, school counselors, and teachers for evaluative and consultative purposes regarding the students' success or lack of success or special problems relating to work experience.

PROFILE INPUT

All of the input obtained for the profile is summarized by the work experience specialist. Information about the student should be obtained from a variety of sources to insure an accurate assessment. The following people may be contacted:

1. teachers of the prerequisite work experience courses;
2. the student's primary advisor, homeroom teacher, or other individuals with whom the student has daily contact;
3. the resident advisor (if applicable);
4. the student's school counselor, psychologist, and school social worker;
5. the student's parents;
6. supervising teachers or other school administrators who have had contact with the student;
7. the student (through interviews with the work experience specialist and/or work placement specialist).

Information also should be obtained from the student's Individual Educational Plan (IEP), attendance, admissions, and other school records.

RECOMMENDATIONS

After the profile has been developed, one of the following recommendations should be made.

1. The student should be placed in Career Development IV (CD-201), a Level I work experience.
2. The student should be referred to an alternative program or resource person.
3. The student should be placed in Career Development V (CD-202), a Level II work experience; waive CD-201.

PRIORITIES FOR WORK PLACEMENT

Students who are recommended for work placement should be assigned a priority rating according to the following criteria.

High Priority Students

1. age sixteen or older
2. junior or senior class standing
3. inclined toward a job or vocational training program after high school graduation

Low Priority Students

1. age fifteen or younger
2. freshman or sophomore class standing
3. academically oriented and inclined toward college after graduation
4. heavily scheduled with other required courses

UPDATING THE PROFILE

The profile is updated whenever necessary. Reasons for updating the profile include:

1. recommendation by the work placement specialist based on the student's inability to hold a job;

2. marked changes in the student's behavior;
3. completion of alternative programs;
4. recommendation that the student be reconsidered for work placement by a resource person;
5. completion of each level of work experience.

Profile Input Forms I and II should be used and the Profile Summary Form III redeveloped by the work experience specialist.

PROFILE INPUT FORMS

Three forms are provided for use in profile development and updating. The forms should

be placed in the student's work experience file for reference.

Profile Input Form I. Distributed by the work experience specialist to those people having firsthand knowledge of the student's behavior and skills.

Profile Input Form II. Completed by the work experience specialist and/or the work placement specialist at the time of the student interview.

Profile Summary Form III. Completed by the work experience specialist using information from Forms I and II, the student's school records, Individual Educational Plan (IEP), and other available resources.

Confidential

Please return by _____
(date)

PROFILE INPUT FORM I (1 of 2)

Directions: The purpose of this form is to gather information about the student in order to determine the student's readiness for work experience placement. Please keep this form confidential.

Student's name _____ Person completing the form _____

Hours available per week _____ Date form completed _____

Relationship with student: (check one) ☐ work study teacher ☐ classroom teacher☐ advisor/homeroom teacher ☐ school counselor ☐ school psychologist☐ school social worker ☐ administrator ☐ other ()☐ Number of contacts with student per week. ☐ Number of absences per ☐ weeks.

1. Please rate the student in terms of his or her work habits.

Categories	Usually	Sometimes	Seldom	Unobserved
Student follows directions.				
Student completes tasks.				
Student is punctual.				
Student works accurately.				
Student is responsible.				

2. Please rate the student in terms of his or her social skills.

Categories	Usually	Sometimes	Seldom	Unobserved
Student is neat and well-groomed.				
Student gets along with classmates.				
Student communicates ideas.				
Student accepts his or her mistakes.				
Student respects the rights of others.				

3. Please rate the student in terms of his or her skill areas.

Categories	Above Average	Satisfactory	Poor	Unobserved
Reading comprehension				
Writing				
Mathematics computation				
Manual communication				
Speechreading				
Speech communication				
Problem solving				

Confidential

PROFILE INPUT FORM 1 (2 of 2)

Student's name _____ Person completing the form _____

4. Please indicate whether the student to your knowledge has this skill.

Category	Yes	No	Unobserved
Typing (wpm)			
Recordkeeping and filing			
Operating calculator			
Operating adding machine			
Operating copying machine			
Measuring			
Drawing/graphic arts			
Driving a car			
Caring for children			
Keypunch operating			
Operating a duplicating machine			
Operating a sewing machine			
Preparing food			
Operating a cash register			
Operating lawn care equipment			
Operating power tools			
Repairing (specific items)			
Other (Describe)			

5. In your opinion, is the student likely to succeed in a work situation? Yes No

If no, check area (s) of weakness.

☐ work habits ☐ social skills ☐ academic skills ☐ work skills

RETURN THIS FORM TO WORK EXPERIENCE OFFICE

Confidential

PROFILE INPUT FORM II

(Completed by the Work Experience Specialist)

Directions: Complete this form during the interview with the student.
Use this information in the profile development.

1. Check each of the student's self-reported interests.

- ☐ working with people ☐ working with equipment ☐ working with information
☐ working with animals ☐ working with plants ☐ repairing
☐ working with tools ☐ working in an office ☐ working outside
☐ art ☐ working in a library ☐ other

2. Check each of the student's self-reported job skills.

- ☐ typing (speed wpm)
☐ filing
☐ drawing
☐ knowledge of library
☐ repairing skills (name equipment student is familiar with and can repair)

☐ operating office machines (specify which machines)

☐ cooking; preparing food; following recipes
☐ sewing (following patterns, repairing)
☐ operating a cash register; making change

3. Describe any previous work experience (volunteer and paid).

4. List any extra curricular activities to which the student belongs (sports, clubs, etc.).

5. Name any job title in which the student expresses an interest.

6. How much time is the student available for work and when (hours, days)?

Confidential

PROFILE SUMMARY – FORM III

(Completed by the Work Experience Specialist)

Student name _____ Age _____

Date _____ Date of entry _____

Directions: Summarize the information received about the student in each of the following areas.

1. Job skills _____
2. Interests and aptitudes _____
3. Social skills and work habits _____
4. Academic skills _____
5. Past experience related to work (volunteer or paid) and organization membership _____
6. Student availability (Days, hours, total time) _____

Check one (complete other information as required)

☐ 1. I recommend that the student be placed in a Level I work experience.a. Priority (check one) ☐ high ☐ low

b. Suggested job placement areas _____

☐ 2. I recommend that the student be considered for an alternative program or resource person.

a. Specific problems noted (check all which apply)

- | | |
|---|---|
| ☐ poor work habits | ☐ immature social skills |
| ☐ unrealistic job expectations | ☐ low self-concept |
| ☐ weak academic skills | ☐ lacks job skills or aptitude |

b. Recommended alternative program or resource (check all appropriate for consideration)

- | | |
|--|---|
| ☐ individual counseling | ☐ group counseling |
| ☐ vocational evaluation | ☐ psychological testing |
| ☐ school social worker | ☐ vocational or prevocational coursework |
| ☐ diagnostic and prescriptive teacher | |

ATTACH INDIVIDUAL STUDENT RECORD AND SUBMIT TO WORK PLACEMENT OFFICE.



Part IV

Alternative Programs and Resource People

PLACEMENT GUIDELINES

A student may not be ready for a work experience for several reasons. The specific recommendation for the student will be made by the work experience specialist to the appropriate administrator. Two to four months of planning time may be required.

The recommendation is based on the following considerations:

1. the specific problem identified on the profile;
2. the availability of resources and programs;
3. the student's willingness to be placed in any alternative program.

Need Areas	Alternative Programs or Resource People
1. unrealistic job expectations	1. a. individual or group counseling b. vocational evaluator
2. immature social skills	2. a. individual or group counseling b. school psychologist
3. weak academic skills	3. a. occupational education b. diagnostic and prescriptive teacher c. academic advisor d. vocational evaluator
4. poor communication skills	4. a. communication specialist b. group counseling
5. low self-concept	5. a. individual or group counseling b. school psychologist c. school social worker
6. poor work habits	6. a. individual or group counseling b. occupational education c. work adjustment program

ALTERNATIVE COMMUNITY RESOURCES

For some students, the in-house resources may not meet their needs. Alternatives which might be considered include:

1. vocational training in another school;
2. consultation with a vocational rehabilitation counselor;
3. off-campus rehabilitation centers.

ALTERNATIVES AT THE MODEL SECONDARY SCHOOL FOR THE DEAF

Information about the functions of alternative programs or resource people is provided here to assist the work experience specialist and other administrators in placing students. Topics included are 1) school counselor; 2) group counseling, course descriptions, and objectives; 3) diagnostic and prescriptive teacher; 4) school psychologist; 5) school social worker; 6) vocational evaluator.

School Counselor. Career counseling is a specialized area of counseling which may be approached on an individual and/or group counseling basis. The counselors synthesize information obtained through achievement tests, college entrance examinations, interest inventories, teacher observations, vocational evaluation data, work experience reports, and information presented by the students concerning their likes and dislikes. This information is shared with the students for their enriched self-understanding. The counselors then help the students identify appropriate post-secondary or vocational programs and guide them through the application for these programs.

Data relating to students' interests and achievement levels are vital to career planning, academic placement, and post-secondary planning. For this purpose, the counselors administer the Stanford Achievement Test, vocational inventories (WRIOT), the Gallaudet Entrance Examination, the Gallaudet Junior Diagnostic Examination, as well as

other post-secondary program entrance tests to students. The counselors interpret the results of these tests to students, parents, teachers/advisors, work experience specialist, and work placement specialist.

Group Counseling Courses

Self-Understanding (CS-101). The goals of Self-Understanding are to help students develop a better understanding of themselves and to show them how to apply this understanding to decision-making and career planning. The course consists of seven lessons. The first five lessons focus on self-awareness and characteristics of individuality. The remaining two concentrate on decision-making and career choice.

Each lesson includes activities designed to develop specific concepts and vocabulary related to the lesson topics. Many activities involve discussion and sharing of experiences.

SELF-UNDERSTANDING (CS-101) OBJECTIVES

Lesson 1. What Am I Like?

- 1.1 The student will categorize personal characteristics into the following groups: interests, abilities, physical characteristics, and emotions.

Lesson 2. Self-Awareness

- 2.1 The student will identify differences in interests, abilities, physical characteristics, and emotions in the way people see themselves and the way another person sees them.

Lesson 3. My Emotions

- 3.1 The student will identify those situations which, because of their importance and closeness to the student, evoke the strongest emotion.

- 3.2 The student will distinguish between people who are showing and those who are hiding their emotions.

Lesson 4. My Values

- 4.1 The student will identify values as categories of things an individual feels are worthwhile and important in life.
- 4.2 The student will identify the influence a particular value can have on an individual's actions, opinions, and career choice.

Lesson 5. What Makes Me The Way I Am?

- 5.1 The student will identify people influencing a person's physical characteristics, interests, abilities, feelings, and values.
- 5.2 The student will identify the influence a given experience has on a person.

Lesson 6. Goals and Decision-Making

- 6.1 The student will differentiate between future and immediate goals.
- 6.2 The student will identify future goals related to given immediate goals.
- 6.3 The student will identify and order the five steps in decision-making.

Lesson 7. What Career For Me?

- 7.1 The student will identify steps leading to the attainment of a career goal.

Getting Along with Others (CS-102). Getting Along With Others is a course designed

to help students develop the skills needed to get along with other people in social situations, in family groups, and in work or school environments. The course consists of eight lessons which deal with various kinds of interpersonal relationships.

Each lesson includes activities designed to develop specific concepts and to provide the students with experience in dealing with various kinds of social interaction in a structured situation. Many of the activities involve discussion, the sharing of experiences, or role play.

GETTING ALONG WITH OTHERS (CS-102) *OBJECTIVES*

Lesson 1. Getting Along With Others Through Social Interaction

- 1.1 The student will identify situations in which social interaction is taking place.
- 1.2 The student will determine which of two or more situations has the most social interaction.

Lesson 2. The First Impression

- 2.1 The student will identify physical characteristics.
- 2.2 The student will identify grooming products needed to solve a specific cleanliness problem.

Lesson 3. How We Are Different

- 3.1 The student will identify definitions of personality, unique, and emotional response.
- 3.2 The student will identify a reaction (behavior) which resulted from an emotional response.

Lesson 4. Our Needs and Wants

- 4.1 The student will identify the need or want that influenced a specific behavior.

Lesson 5. Why We Are Different

- 5.1 The student will identify examples of hereditary characteristics and characteristics influenced by the environment.
- 5.2 The student will make the generalization that people, especially close friends and family members, have a greater influence than other elements of the environment.

Lesson 6. Growing Up

- 6.1 The student will identify examples of emotionally mature behavior.

Lesson 7. Improving Communication

- 7.1 The student will identify behaviors which could lead to poor social interaction.

Lesson 8. Getting Along At Work

- 8.1 The student will identify behaviors which will lead to good social interaction in the working world.

Diagnostic and prescriptive teacher. The diagnostic and prescriptive teacher (DPT) is concerned with assessment and class placement of new students and with the resolution of student/classroom-related problems. The DPT can work with other specialists, such as the work experience specialist and work placement specialist, to assist in the identification and resolution of those problems which must be resolved prior to work placement as well as those problems which develop

during the work experience itself. Observations and testing (both formal and informal) are part of the process and should result in a specific written prescription, long-term followup, and involvement in the student's work experience program.

School psychologist. The school psychologist may provide assistance to the student in the form of counseling, interpreting test data related to the student's progress and future aspirations, and identifying areas of individual student concern. He or she assists the student in coping with the problems which might be preventing successful completion of the work experience courses. The school psychologist can assist in the identification of learning disabilities and maladaptive behaviors by using observation, tests, and background data. The psychologist may recommend counseling or other resources.

School social worker. The school social worker involves parents or guardians as well as the student in resolving problems which are preventing students from meeting success at school or in work experiences. The social worker attempts to help parents or guardians understand what they can do to assist the development of healthy physical, emotional, and intellectual growth. The social worker helps parents and guardians set realistic goals for the student. When necessary, families can be referred to community agencies when problems are outside the scope of the school.

Vocational evaluator. Vocational evaluation services are concerned with providing students and faculty with information about individual student's vocational abilities, aptitudes, interests, work attitudes, and behaviors. The assessment process utilizes testing, work sampling, on-the-job evaluation interviews, and discussion to identify the student's vocational strengths and weaknesses, suitable training, occupational choices, and needs for related services. A written re-

port and staffing follow each evaluation for the purpose of discussing evaluation results, program planning, and followup. While information gained from the evaluation will primarily benefit school counselors, academic advisors, and the work experience team, enhancing the student's self-awareness (and therefore decision-making capabilities) is of equal importance. As a result, the evaluation process emphasizes hands-on activities and continuous feedback between evaluator and

student. It is also the evaluator's responsibility to communicate with parents about the evaluation results and recommendations.

As the vocational evaluation process currently exists, it is most beneficial to those students who (1) are not making substantial academic progress, (2) have additional handicaps, (3) lack vocational direction and/or realistic goals, and (4) demonstrate a need for vocational training and/or work adjustment services.



Part V

The Work Experience Program

GOALS

The work experience program has one primary goal and several secondary goals.

Primary Goal

To develop independence and decision-making skills, and to develop and demonstrate good work habits.

Secondary Goals

- To provide the student with an opportunity to
1. develop individual career and personal objectives;
 2. develop self-awareness, a realistic self-image, and a positive self-concept;
 3. explore alternative careers.

PROGRAM COMPONENTS

The first two work experiences, CD-201 and 202 are required by all students for graduation. Both of these work experiences are part-time. CD-203 is a full-time work experience and is usually completed during the summer months. Full-time work experiences are highly recommended for those students who do not plan to go to college after high school graduation. CD-204 work experience also is optional and is planned individually with students who are job-bound after high school graduation or who can benefit in some way from additional work experience while still in high school. CD-401 is an optional opportunity for off-campus vocational training.

CAREER DEVELOPMENT IV (CD-201)

Prerequisites. Students must complete the prerequisite courses and be recommended by the work experience specialist. Placement is dependent on job availability and the student's priority rating.

Characteristics. Level I work experiences take place in a work environment in which the supervisor is familiar with deafness and able to use the student's communication method. Students work a minimum of six hours per week. Jobs are usually "on-campus." Students are paid for their work at the minimum wage or higher depending on the type of work which they are qualified to do. Some examples of jobs are teacher aide, library aide, lab assistant, media aide, office aide, nurse's aide, cafeteria worker, janitorial assistant.

Evaluation. Students are evaluated both by the work supervisor and the work placement specialist or work experience specialist on an on-going basis according to established objectives. (See Evaluation Form I.) Students are expected to work successfully for one semester. Students may be unsuccessful in their first job placement. Depending on the type and extent of the difficulty, students may be placed in another job or in an alternative program.

CAREER DEVELOPMENT V (CD-202)

Prerequisites. Students must complete a Level I work experience, have travel training, and a job skill or aptitude. Placement is dependent on job availability and the student's priority rating.

Characteristics. Level II work experiences may take place "off-campus" under the supervision of a person who is unfamiliar with deafness and who cannot communicate using the student's usual method. Students work a minimum of eight hours per week. Students are paid by the employer at the minimum wage or higher depending on the type of work they do. During the school year the student works for eighteen weeks (one semester).

Evaluation. Students are evaluated by both the work supervisor and the work placement specialist or work experience specialist on an on-going basis according to established objectives. (See Evaluation Form II.) Students who are unsuccessful in holding the job and performing satisfactorily may be placed in another job. Depending on the type and extent of the problem, the student may be recommended for an alternative program or to a resource person.

CAREER DEVELOPMENT VI (CD-203)

Prerequisites. Students are expected to complete a Level II work experience successfully prior to placement in a Level III work experience. Placement is dependent on job availability and the student's priority rating.

Characteristics. Level III work experiences are full-time jobs. The job sites would ordinarily be "off-campus." The employer may or may not be familiar with deafness. Students are paid by the employer at the minimum wage or higher depending on the type of job. Level III work experiences are ordinarily planned to take place during the summer months.

Evaluation. Students are evaluated by the work supervisor on an on-going basis. (See Evaluation Form II.) They also are evaluated on a regular basis by the work placement specialist or the work experience specialist. Students who are placed in these jobs are expected to hold the job and perform the duties satisfactorily for a nine week period. If they are unsuccessful, the student is re-evaluated and placed in another job if one is available or referred to alternative programs or resource people.

CAREER DEVELOPMENT VII (CD-204)

Prerequisite. Students must have successfully completed a Level I and Level II work experience. For those students who have time in their schedules for courses besides those required for graduation and who could benefit from additional work experiences, the Level IV experience is planned.

Characteristics. Level IV work experiences vary more than the others because they are planned individually with the student to meet a special need. The student might be a senior who wishes to get a job directly after high school graduation. The Level IV work experience might be in a job site which will lead to employment after graduation. Level IV work experience may serve as an opportunity to try out an occupation prior to entering vocational training school or community college programs. Work experiences also may serve the student who needs financial support to continue in high school or to pay for additional training after graduation. The work experience team bases its judgement on the needs of the individual.

Evaluation. Students are evaluated by the work supervisor and by the work experience specialist or work placement specialist throughout the work experience.

WORK PLACEMENT SPECIALIST

The work placement specialist facilitates the implementation of the student's individualized educational plans through the location and development of appropriate work experience sites. During initial contact with agencies, the historical, philosophical, and conceptual background of the school and the work experience program are presented. Objectives, obligations, and expected components of training are defined by the placement specialist through contractual agreements and job descriptions.

Following the location of appropriate work sites, the placement specialist assists the students in developing independence and decision-making skills through individually prescribed and planned learning activities. Materials and/or real life situations are presented in job-seeking methodology, interviewing techniques, transportation routing, and acquisition of interpreter services in a form appropriate to the student's level of ability. Readiness for independent appli-

cation of this knowledge is determined by the placement specialist's evaluation of the student's progress.

The placement specialist coordinates the interview process and travel training. Supplementary activities are prescribed until placement is confirmed. Active work sites are assisted in incorporating individual student objectives into daily performance and adhering to established regulatory processes and procedures.

JOB PLACEMENT PROCEDURES

The work placement specialist is responsible for establishing contacts with potential in-house and community employers. Following the recommendation for job placement for any level of work experience, the work placement specialist begins the process of locating a suitable job for the student.

1. Reviewing the profile; consulting with the work experience specialist when necessary.
2. Interviewing the student to discuss available jobs which may be suitable.
3. Contacting employers to arrange for job interviews.
4. Assisting the student in arranging for the job interview (transportation and possibly interpreters).
5. When necessary, accompanying the student to the job site; conducting travel training when needed.
6. Conducting on-going and followup evaluation conferences.
7. Making a recommendation for continuing work experience or alternative programs or resources.

FEDERALLY FUNDED JOBS

The Comprehensive Employment and Training Act (CETA) provides federal funds for placement of students in work experience programs if the student and the job meet certain requirements.

1. Student's family income must be below the current poverty level as established by the federal government, or
2. Student's family must be receiving some form of public assistance.
3. Student must be between 14 and 22 years of age.
4. Student must work a minimum of 20 hours per week and a maximum of 25 hours per week for a nine week period.

WORK EXPERIENCE EVALUATION FORMS

Two forms are provided for use in the evaluation of the student's performance during the work experience. The forms list the specific objectives. The students may be evaluated by the work placement specialist or the work experience specialist. More than one copy of the form may be needed.

A third form has been developed for use by employers. The information is transferred to the student evaluation forms by the work experience personnel.

LEVEL I WORK EXPERIENCE EVALUATION FORM

Student name _____ Employer's name _____

Place of employment _____ Job title _____

Date job began _____ Days worked M T W T F S Hours _____

Person evaluating _____

INSTRUCTIONAL OBJECTIVE

	Met stated objective	Progress made continue objective	Objective is inappropriate	Student interest is high	Student interest is low
1. The student will complete job applications correctly and independently.					
	Comments _____				
2. The student will use proper behavior at the job interview.					
	Comments _____				
3. The student will be punctual.					
	Comments _____				
4. The student will be cooperative.					
	Comments _____				
5. The student will attend work regularly.					
	Comments _____				
6. The student will demonstrate initiative.					
	Comments _____				
7. The student will be dependable.					
	Comments _____				
8. Individual objective _____					
	Comments _____				
9. Individual objective _____					
	Comments _____				

LEVEL II, III, IV WORK EXPERIENCE EVALUATION FORM

Student name _____ Employer's name _____

Place of employment _____ Job title _____

Date job began _____ Days worked M T W T F S Hours _____

Dates of evaluation (1) _____ (2) _____ (3) _____ (4) _____

Person evaluating _____

INSTRUCTIONAL OBJECTIVE

	Met stated objective	Progress made continue objective	Objective is inappropriate	Student interest is high	Student interest is low
1. Student will become acclimated to demands of full-time work.					
Comments _____					
2. Student will develop maturity and capability of handling future full-time work experience.					
Comments _____					
3. Student will adapt to job or responsibilities on his or her own initiative.					
Comments _____					
4. Student will maintain rapport and communication with his or her supervisor and co-workers.					
Comments _____					
5. Student will accept responsibility for his or her own transportation.					
Comments _____					
6. Student will accept responsibility for interview and interpreting services.					
Comments _____					
7. Student will accept responsibility for his or her own work performance.					
Comments _____					
8. Student will adjust to and handle appropriately misunderstandings, prejudice, disagreements with co-workers.					
Comments _____					
9. Individual objective _____					
Comments _____					

Model Secondary School for the Deaf

Student Work Experience

Name _____		Job Title _____		Place of employment _____ Name, Address, City, State, Zip _____		Phone _____
SALARY: Beginning _____ Ending _____		Date of Employment _____ From _____ to _____ hours _____		ESTIMATED DATE _____ MONTH _____ YEAR _____		
FACTORS	DEGREE OF PERFORMANCE					
1. Knowledge of Work: Consider the extent to which the employee knows what he/she is doing and why.	☐ Has exceptionally thorough and detailed knowledge of job.	☐ Knows job well.	☐ Has sufficient knowledge to perform job satisfactorily.	☐ Has limited knowledge or indication of a lack of understanding.	☐ Has insufficient knowledge.	
2. Quality of Work: Consider the accuracy, thoroughness, and neatness of work.	☐ Does exceptional work—outstanding performance.	☐ Does work very thoroughly—seldom requires correction.	☐ Does work satisfactorily—meets required standards.	☐ Does work somewhat inaccurately or carelessly.	☐ Takes many errors; work requires a lot of correction or rework.	
3. Quantity of Work: Consider the amount of work completed. If the amount of work is very difficult to measure, take into consideration working speed, any possible tendency to loiter on the job, and the extent to which work is kept up to schedule.	☐ Works very rapidly—consistently turns out exceptional volume.	☐ Works rapidly—volume definitely above standard.	☐ Works satisfactorily—meets production standards.	☐ Works slowly—does not meet production standards.	☐ Works very slowly.	
4. Ability to Learn: Consider the speed and facility with which the employee learns and understands new procedures and ability to retain adequate knowledge of working details.	☐ Learns at an exceptional rate and comprehends well.	☐ Learns very quickly and absorbs instruction readily.	☐ Learns in normal instruction period.	☐ Learns with some difficulty or does not retain details well.	☐ Is slow in learning—has difficulty even after repeated instruction.	
5. Cooperation—Ability to Work with Others: Consider the extent to which the employee willingly helps co-workers, avoids irritating others, considers the rights and feelings of others and the extent to which the employee gets along with others.	☐ Is exceptionally effective working with others—goes out of way to cooperate.	☐ Works with others in highly satisfactory manner—improves team spirit.	☐ Cooperates satisfactorily—is adequate team worker.	☐ Is sometimes reluctant to cooperate—has some difficulty working with others.	☐ Does not cooperate satisfactorily—cause friction.	
6. Interest in Work: Consider the evidence of interest as intelligent questions, suggestions for improvement in work, and general attitude toward work assignments.	☐ Has exceptional interest—suggests work improvements.	☐ Shows marked interest.	☐ Has satisfactory interest.	☐ Shows some lack of interest.	☐ Has only slight interest.	
7. Responsibility: Consider the manner in which the employee applies self to work, if jobs are completed on time, and the amount of supervision required to get the desired results.	☐ Highly reliable. A minimum of supervision is required.	☐ Applies self well but occasionally needs direction and supervision.	☐ Fairly reliable and conscientious. Normal supervision is required.	☐ Cannot be relied upon to get desired results without considerable supervision.	☐ Usually undependable. Needs constant supervision.	

PERFORMANCE EVALUATION

GROUP 1 OUTSTANDING	GROUP 2 ABOVE AVERAGE	GROUP 3 SATISFACTORY	GROUP 4 UNSATISFACTORY
☐ Performance and contribution to Unit's objectives outstanding; warrants special comment and recognition. ☐ Consistently exceeds normal requirements of job; contributes very effectively to Unit's objectives.	☐ Shows definite evidence of becoming an outstanding employee. ☐ Generally exceeds normal requirements of job.	☐ Meets normal requirements of job. ☐ Performance generally up to normal expectations; meets minimum acceptable standards.	☐ Performance is below acceptable standards; requires more than normal amount of supervision. ☐ Does not respond to supervision and training; impairs Unit's performance; improvement doubtful.
ATTENDANCE RECORD: <u>Absent</u> <u>Sick</u> <u>Tardy</u>			
SUMMARY OF PERFORMANCE			
OVER-ALL EVALUATION: Consider both the Performance Evaluation and the Absence and Lateness Record in making the Over-All Evaluation. Check the evaluation which, in your judgement, is appropriate.			
☐ OUTSTANDING ☐ ABOVE AVERAGE ☐ SATISFACTORY ☐ UNSATISFACTORY			

POTENTIALITY—Consider the employee's potential for future employment within your firm if a position were available and the employee's potential for leaving the appropriate space below.

☐ Exceptional ☐ Above Average ☐ Average ☐ Below Average

Indicate the nature of the employee's potential ability by checking one or both of the following spaces, if applicable:

☐ Potential ability to leave the firm ☐ Potential leadership ability

SELF-DEVELOPMENT ACTIVITIES—List and comment on any self-development activities that the student should seek to increase his opportunity for employment.

ON-107 (Rev. 11-1-64)

COMMUNICATION SKILLS—Does the student communicate well enough to perform his job satisfactorily? If no, what steps might you suggest be taken to improve this skill?

COMMENTS—Use the following spaces if, in your opinion, this report needs to be explained by reason of unusual or special circumstances, or if the employee has special abilities or weakness which should be noted. Submit a separate memorandum if confidential.

Prepared by _____ Title _____ Date _____
 Reviewed by _____ Title _____ Date _____
 Rating Discussed with Employee _____ Date _____
 Approved by _____ Date _____



Part VI

Follow-up Courses

CAREER DEVELOPMENT VIII (CD-301)

Description. Career Development VIII (CD-301) focuses on career planning and decision-making and is intended for students in their senior year who have completed the other required courses. The course is conducted in small groups by counselors, or others with expertise in career planning. Students may be grouped according to their post-graduation plans, such as immediate employment, vocational or technical training, or college.

Materials. A *Career Planning Guide for High School Seniors (CPG)* was developed for use in Career Development VIII. The materials are intended to help the students meet the course objectives and to help the teachers who were responsible for conducting the course. The *CPG* serves as a planning model for the students as they assess their interests, skills, previous school performance, and work experience. The *CPG* further provides a means by which students can differentiate among post-graduation training routes and make a decision among them. The *CPG* model provides students with guidelines for assessing jobs of their choice as well as guidelines for selecting colleges or vocational/technical schools with programs for the deaf. Information about vocational rehabilitation counselors also is included.

CAREER DEVELOPMENT VIII (CD-301)

OBJECTIVES

1. Students will gather and clarify information about themselves in three areas: interests, skills, and school performance.

2. Students will match information about themselves to jobs which relate to their interests, skills, and previous school performance.
3. Students will describe and evaluate their previous work experience.
4. Students will identify the post-graduation training or educational route which they feel best matches their own characteristics and career goals.
5. Students will identify one or more job choices and locate information about that job or jobs.
6. Students will make a plan for job entry, or for continuing education or job training after high school graduation.

OFF-CAMPUS VOCATIONAL TRAINING (CD-401)

Description. Career Development IX is an off-campus vocational training experience. The program was developed to provide students with the opportunity to explore occupations, as well as to receive skill training in specific areas. Students attend local career development centers in public schools for two periods per day. They attend classes at their regular school during the remainder of the day. Schools which have been used in the MSSD program are Arlington Career Center, Chamberlain Career Development Center, and Bell Career Development Center.

Objectives. Objectives for this course are developed on an individual basis with students.

Evaluation. Students are evaluated by the teachers at the Career Development Center.